

## Widely-Held Expectations in Reading Development

3–5 years	5–7 years
<ul style="list-style-type: none"> <li>▪ Are curious about print in own environment—names of letters, sign, labels, and logos</li> <li>▪ Play at reading: “read pictures” rather than print</li> <li>▪ Begin with naming and commenting on the pictures, then telling stories from the pictures</li> <li>▪ “Read” print in own familiar environment (restaurant signs, familiar places, traffic signs)</li> <li>▪ Know that print is a source of information and enjoyment</li> <li>▪ Begin to develop a “sense of story”</li> <li>▪ Focus on the whole story rather than on individual words</li> <li>▪ Begin to develop knowledge of some conventions of print, front-to-back directionality of books</li> <li>▪ Rely on an adult or older child to read text</li> <li>▪ Like books with illustrations, repetition, and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are curious about print—word forms and spellings</li> <li>▪ Role play themselves as readers, relying heavily on memory at first</li> <li>▪ Begin to focus on print, but use pictures to predict and confirm meaning</li> <li>▪ Attempt to match voice to print</li> <li>▪ Are increasingly able to recognize environmental print away from its familiar context</li> <li>▪ Begin to develop a basic vocabulary of functional and personal words recognized on sight</li> <li>▪ Understand that print “tells the story”</li> <li>▪ Continue to develop a “sense of story”</li> <li>▪ Are increasingly able to deal with the parts of print (letters and words)</li> <li>▪ Increase awareness of print conventions (top-to-bottom left-to-right directionality, punctuation)</li> <li>▪ Develop knowledge of common letter-sound relationships</li> <li>▪ Begin to develop an ability to try reading print, including ways to figure out unknown words (common letter sound associations, picture clues)</li> <li>▪ Choose short books with simple stories and illustrations</li> <li>▪ Enjoy reading favorite books</li> </ul>

## Widely-Held Expectations in Reading Development

7–9 years	9–11 years	11–13 years
<ul style="list-style-type: none"> <li>▪ Are interested in print (spellings, word meanings)</li> <li>▪ Show interest in topics, characters, and events</li> <li>▪ See themselves as readers</li> <li>▪ Read for a variety of purposes</li> <li>▪ Make greater use of context to predict and confirm meaning of words</li> <li>▪ Begin to self-correct own miscues (“errors”)</li> <li>▪ Are rapidly increasing knowledge of words recognized on sight</li> <li>▪ Developing ability to read silently</li> <li>▪ Are increasingly able to read orally with fluency and expression</li> <li>▪ Are developing knowledge of a variety of forms that communicate ideas (graphs, maps, charts)</li> <li>▪ Have a “sense of story” and can identify the parts</li> <li>▪ Are increasingly able to focus on details keeping main ideas in mind</li> <li>▪ Understand the main conventions of print (directionality, punctuation)</li> <li>▪ Develop increasing knowledge of letter-sound relationships and common spelling patterns</li> <li>▪ Develop increasing independence in reading</li> <li>▪ Show ability to make inferences (understand intent, draw conclusions)</li> <li>▪ Are beginning to read novels; use books to find information</li> </ul>	<ul style="list-style-type: none"> <li>▪ May broaden their interests in fiction and non-fiction</li> <li>▪ Are increasingly able to set own purposes for reading (read for interest, by topic, or favorite author)</li> <li>▪ Self-correct own miscues confidently and independently</li> <li>▪ Are increasing the length of time concentrating on reading</li> <li>▪ Are increasing an ability to adjust reading rate to suit purpose (scanning to locate information)</li> <li>▪ Begin to try reading material in various forms (graphs, maps)</li> <li>▪ Are aware of different genres of reading materials and can identify some elements (the moral of a fable)</li> <li>▪ Are increasingly able to deal with detail in content and form, while keeping main ideas in mind</li> <li>▪ Understand the main conventions of print (directionality, capitalization, punctuation) and are developing an increasing knowledge of standard spelling</li> <li>▪ Are able to read independently</li> <li>▪ Show increasing ability to make inferences and to read critically</li> <li>▪ Are able to organize information from reading</li> <li>▪ May read longer and more demanding texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to broaden their interests in fiction and non-fiction</li> <li>▪ Read for an increasing variety of purposes and choose from a wide range of reading material</li> <li>▪ Understand that different readers may interpret the same material in different ways</li> <li>▪ Increase reading vocabulary, silent reading rate, length of time for concentration, and ability to adjust rate of reading to suit purpose (skim, scan, select, study)</li> <li>▪ Increase ability to read various forms of text (graphs, maps, charts)</li> <li>▪ Increase knowledge of an ability to identify and discuss the elements (characters, plot) of a variety of reading materials</li> <li>▪ Are able to deal with detail in content and form while keeping main ideas in mind</li> <li>▪ Understand the main conventions of print (directionality, capitalization, punctuation, and spelling)</li> <li>▪ Are able to read independently</li> <li>▪ Are increasing in ability to read critically and to detect inconsistencies in argument</li> <li>▪ Are increasingly able to understand and discuss aspects of literature such as theme, conflict, and author’s style</li> <li>▪ Are increasing in the ability to persist with longer and more complex texts (more difficult novels, school textbooks)</li> </ul>